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ABSTRACT

A study examined whether the integration of whole language with the basal reader would increase the use of language and comprehension of literature. Twenty students and one teacher in a split third/fourth grade classroom in a predominantly white, lower socioeconomic school in Ottumwa, Iowa, participated in the study. For 16 weeks, students wrote in journals daily, read silently every day, and were exposed to a variety of whole language activities as well as using their basal readers. Students were pre and posttested using a reading attitude survey, a reading inventory, and a curriculum-based assessment. Results indicated that: (1) there was an increase in punctuation, length of sentences, subject verb use and length of written work; (2) all students showed an increase of one grade level in comprehension; and (3) there was a 2% increase in positive attitudes toward reading. Findings suggest that the students benefitted from the combined use of whole language and the basal reader. (Two figures and one table of data are included; the reading attitude survey and 66 references are attached.) (RS)

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INTERGRATING WHOLE LANGUAGE WITH THE BASAL READER TO INCREASE THE USE OF LANGUAGE AND COMPREHENSION OF LITERATURE

DIANA ERPELDING

A Project Report Submitted
in Partial Fulfillment of the
Requirements for the Degree of

MASTER OF ARTS IN EDUCATION: APPLIED STUDIES IN READING

MARYCREST COLLEGE

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CHAPTER 1

INTRODUCTION

Teachers are once again faced with a new challenge. At issue is the best way to teach students to read. Whole language has become the new focus in reading. It has gained great momentum in the 1980's. Basal readers and workbooks are no longer considered the most effective method of teaching reading.

Schools are moving in the direction of incorporating whole language into their reading curriculum. Whole language offers more choices and opportunities for children to read. Whole language believes readers see meaning as they read and that reading skills are learned by reading. Basal readers provide readers with the skills needed to read. Readers are taught to focus on the words. Once readers recognize the words they are able to get meaning from the print.

This research project looks into whether the integration of whole language with the basal reader will increase the use of language and comprehension of literature. Students will be exposed to both methods of reading.

Last year I spent the majority of my reading time teaching the students skills and assigning workbook pages. The students read a story in the basal, I would ask questions, and they would answer them. I did not feel the students were understanding what they read. There was not time for the students to read books of their choice or write about topics of interest to them.

I feel whole language provides more freedom in the reading curriculum. Students have time to read books and discuss them. Students will spend more time writing stories and sharing materials that are meaningful to them. Students will learn the correct use of language. Students will be given time to discuss stories so they can comprehend them better. Students will also have a more positive attitude toward reading.

The purpose of this study is to increase the student's use of language and comprehension of literature. This will in turn increase their positive attitude toward reading.

The major research questions are the following:

1. Will the use of journal writing increase the student's knowledge of the correct use of language which includes: capitalization, punctuation, length of sentences, subject verb use and length of written work?

2. Will the use of sustained silent reading and reading to the students increase motivation to read and comprehension of literature?

3. Will whole language increase a student's positive attitude toward reading?

Students will see reading and writing as a whole continuous learning experience. Reading and writing are not separate skills to be learned. The emphasis of whole language is on meaning, and materials are expected to be real and relevant. It is hoped students will learn the correct use of language as they are exposed to different types of literature. Comprehension should increase as students read and discuss the literature. This should result in students having a more positive attitude toward reading and writing as the material is meaningful to them.

This study was conducted with only one classroom. There was no control group. Twenty students and one teacher participated in this field project. The class is a third/fourth split. There were eight third graders and twelve fourth graders. Each group consisted of the higher ability students who could work independently. There was a year's difference between the two groups in their reading skills and abilities. This creates a degree of difficulty in teaching and meeting the various needs of the students.

The study was conducted over a sixteen week period. Reading class was scheduled first thing in the morning for a sixty minute period. Students could use free time throughout the day to work on any assignments. The study was limited to those students enrolled for the entire semester. The short duration of the project will have an effect on the results.

The following assumptions are made in order to proceed with this study:

1. Students will fill out a Reading Attitude Survey honestly and completely.

2. Students will take the Reading Inventory and Curriculum-Based Assessment to the best of their ability.

3. Students and the teacher will honestly express their feelings when writing in their daily journals.

4. Students will read a book of their choice during the sustained silent reading time.

5. Students will have a more positive attitude toward reading and writing.

The terms used in this paper are defined here:

Whole language--an approach to reading based on the premise that children learn language by using it, writing it, thinking it, reading it and listening to it (Hayward 1988).

Daily journals--a notebook students and the teacher write in for ten uninterrupted minutes a day.

Uninterrupted sustained silent reading--time students and the teacher spend reading a book of their choice for pleasure. The time will be ten minutes for third and fourth graders.

CHAPTER 2

REVIEW OF THE LITERATURE

We have seen trends come and we have seen them go. As educators, we are looking for ways to educate our students so they learn to the best of their ability. No one knows whether any one single technique will work with our students or not. A significant movement in reading today is whole language.

Whole language has spread throughout schools in the nation. Teachers and administrators are getting excited about it. Interest is growing at all grade levels. Whole language is a way of teaching that brings energy and excitement to education. It allows students to develop at their own rate, much like in the curriculum advocated by Rousseau in his classic, *Emile* (Mosenthal 1989).

Whole language is an approach to reading based on the premise that children learn language by using it, writing it, thinking it, reading it and listening to it (Hayward 1988). Whole language teaches reading as a holistic activity: reading is at all times treated as an integrated behavior, never broken into separate skills. The emphasis

is always on meaning, and materials are expected to be real and relevant (Goodman and Goodman 1981).

A whole language program incorporates a variety of learning techniques into it. Some elements you will see in classrooms are reading to children, uninterrupted sustained silent reading, journal writing, shared book experience and language experiences. Some teachers continue to use the basal reader and workbook in their reading program.

Basal reading programs have dominated the classroom for decades--ninety-five to ninety-nine percent of American teachers relied on the basal in 1958 and eighty to ninety percent still did as of 1980 (Tunnell and Jacobs 1989). Bernice Cullinan of New York University laments the fact that American youngsters spend seventy percent of a typical period of reading instruction filling in worksheets and only seven minutes per day, on average, reading from books--including their basals (Kline 1988).

Many people who support whole language feel basal readers do not belong in the program. Basals are skill-centered programs that rely too heavily on workbooks and skill-drill seatwork. Isolated skills are taught at the expense of knowledge and understanding. Often these lack in content and context, students are unable to understand and apply what they read (Kline 1988). A good teacher will teach the appropriate skill at the moment a student needs it

to understand a particular text that is interesting and meaningful to the student.

Basals use separate skills instruction. There is a lack of freedom of choice that is dictated in the basals. Teachers and students march through the basal lessons and activities as mandated by administrators who feel that if certain pages or lessons are skipped, the students will fail to learn essential skills.

Basal readers can be worked into whole language. Basals include excellent stories written by the nation's best children's authors. These stories are used as springboards to a variety of wonderful children's books. Most basal readers encourage teachers to choose from the stories and activities included rather than using all of them. The writing activities and a wide range of creative applications are now standard fare in most basals--and all of these are encouraged under the whole language umbrella.

Research involving whole language and the use of basals is limited. One study involved a group of second grade students in New York City (Cohen 1968). Both experimental and control groups had an identical basal reading program. The experimental treatment consisted mainly of reading aloud to children from fifty carefully selected children's trade picture books and then following up with meaning related activities. The experimental group showed significant

increases over the control group in word knowledge, reading comprehension and quality of vocabulary.

Another program in Chetopa, Kansas successfully blended whole language and basal reader instruction (Cooter and Flynt 1989). The first graders were immersed in print beginning on the first day of school. Students were actively involved with motivational creative writing activities, reading quality predictable children's literature, listening to exciting stories, learning to read and write new words from their natural experiences and learning or reviewing alphabet letters and their sounds. Basal stories were viewed as only one literacy experience within a larger theme of study. Students showed impressive and significant gains with the integrated approach.

We should stress reading, writing, listening and speaking--as an integrated whole, not a jumble of individual skills. Lesson plans can be written to include literature and basal instruction. This is best accomplished by adding "before" and "after" reading activities, assigning quality seatwork, and scheduling time each day to read aloud to students and to let them read silently (Cochran 1989).

Students comprehend what they read when they can relate it to what they already know. Teachers can help learners to make a connection between what they know and read when we do different before and after activities with them. We want the literature to be meaningful to the student so he/she

will want to read it. Most students bring an awareness of reading with them to school. As teachers we want to capitalize on this.

In a whole language classroom you see a variety of print. There are fiction and non-fiction books, comic books, textbooks, reference books, magazines and newspapers. Students should have access to the school and public library. We want students to be exposed to as many kinds of print as possible.

The books found in a whole language classroom should provide for students of varying abilities. Many basal reading series change the words of a story to make the literature fit the readability, vocabulary, and skill criteria of the publisher. Selections may be shortened, simplified or rewritten. The editors try to make the selections fit the charts developed for each grade (Goodman 1988).

There is no substitute for real books. They are rarely boring or sanitized or squeezed into a 'reading system' that children can smell a mile off. So logic says if we want real readers we must give them real books; give our young people good literature, good art, and, surprisingly, these young people may do the rest (Kline 1988).

Language should be natural and communicate a purpose to the reader. Children's literature books can help to teach students to read. This is shown in a research study in Utah

(Eldredge and Butterfield 1986). The traditional basal approach was compared to five other experimental methods. Results showed the use of children's literature to teach children to read had a positive effect upon students' achievement and attitudes toward reading. The one hundred four books used with the second grade children in the study were not controlled for vocabulary. In fact, ninety-one percent of the books had readability scores above third grade level, and sixty-two percent were at fourth grade level. Despite the lack of vocabulary control, the students made superior progress.

Teachers can introduce students to a variety of books during the time they read to the students. Reading aloud is an everyday occurrence in most primary classrooms. A daily ten to twenty minutes of class time will make a dramatic difference in students' future reading success. A lot of students will pick up the book just read to them by the teacher. Teachers are able to encourage students to read more books written by a certain author or similar books. Students just need a push in the right direction.

A research study of a kindergarten class illustrates the effects of reading aloud to students (Martinez and Teale 1988). During an eight week period, the teacher read aloud to the students from a well-stocked classroom library. There were three kinds of library books: very familiar (read repeatedly by the teacher), familiar (read once) and

unfamiliar (unread). In monitoring the book selections of the kindergartners during their free time, the researchers found that the children chose the very familiar books three times as often and familiar books twice as often as unfamiliar books.

Just as it is important for students to hear literature, it is also important for them to read silently. Teachers should allow time each day for students to read literature they choose themselves. Ten to twenty minutes a day is sufficient. Uninterrupted sustained silent reading teaches students several important messages about reading. Reading books is important. Anyone can read a book and communicate with an author. When children are permitted time to read in school, they may perceive reading as a worthwhile activity.

During SSR both the teacher and students are reading. Children like to copy adult behavior, and during the quiet reading time, the teacher demonstrates the desired behavior. A group of fourth, fifth and sixth graders in Syracuse, New York showed favorable gains in reading comprehension during SSR time (Oliver 1973). Forty-eight children read daily for one month. They had access to one hundred twenty-five books from neighborhood libraries. Reading time was increased from ten minutes to thirty minutes. Students in the SSR group showed an increase by one month in grade scores over

the control group. The gain in reading comprehension supports SSR in a balanced reading program.

For a program to be truly effective, improved reading habits should remain after its termination. A study looked at the summer reading habits after students had been exposed to SSR during the previous school year (Wiesendanger and Bader 1989). The average number of minutes read per week over the summer for the SSR group was ninety, as compared to seventy-six minutes per week for the group not exposed to SSR. This implies that if teachers help children develop the habit of reading, it is sustained over a period of time, even after they leave the grade.

Another component of whole language is writing. We are beginning to see writing as a complement of reading and to use it as an effective tool of learning (Heymsfeld 1989). Many teachers use journal writing in their classrooms. The teacher and students write for a specified period of time each day. Many teachers set fifteen minutes aside each day for journals. A journal is a student's place to express thoughts, feelings, and ideas in an uninhibited form.

Students can select their own topic or choose one the teacher has given them. Topics vary from one student to another. A study in Birmingham, Alabama looked at what first graders choose to put in their journals (Manning, Manning and Hughes 1987). All of the first graders wrote in their journals from the very beginning of the year and did

not seem to lose interest during the year. Personal experiences was the topic chosen most often. Another topic that showed up quite often was informational content. When given the opportunity, first graders can and will write in journals, and can select their own topics. They enjoy journal writing and gain more confidence in their ability to use written language during the year.

Journals are not graded. We want journals to be motivational for the students. The teacher should read the students' journals and respond to them at least once a week. The form of response may vary. Small words of encouragement help to motivate students. Teachers may ask a question of the writer to inspire more writing. Writing is a process of discovery that allows students to determine what they wish to say. The words a student writes has meaning for him or her.

A study in Vancouver, British Columbia involving a group of fifty-two first graders shows the progress students made with daily writing (Gunderson and Shapiro 1988). Students produced a huge volume of writing over the period of a year. The vocabulary that the students produced was compared with the vocabulary they would have encountered in a basal reading series. Researchers found that students produced about eighteen times the number of words they would have been exposed to in a typical basal. It was found that the high frequency words were the same as one would find on

any typical word list. Their low frequency words revealed their interests, motivations and knowledge of current events. Overall, students showed tremendous growth in their writing ability.

A reading program that incorporates whole language and the basal reader appears promising. By combining reading strategies, you can provide students with basic reading skills, the ability to comprehend written language, and an appreciation for a variety of literature. A good way to balance teaching individual skills with holistic concepts is to teach reading with basals and literature (Cochran 1989).

It is the teacher who must encourage, guide and challenge students' ideas--and who must use a variety of materials so that students become active learners.

CHAPTER 3

PROCEDURES

Twenty students and one teacher participated in the study to see if whole language with the basal reader would increase the use of language and comprehension of literature. This study was conducted at James School in Ottumwa, Iowa. The students were a group of third and fourth graders in a split classroom. There were eight third graders and twelve fourth graders who participated. Their ages range from eight to ten.

The group of students involved six males and fourteen females. Of the six males, two were third graders and four fourth graders. The females consisted of six third graders and eight fourth graders.

James School has approximately two hundred forty students. Most of the students are white. The students involved are from a low socioeconomic background. Most families are on welfare or in low paying blue collar jobs. Sixty-five percent of the students in the study receive free or reduced lunches. Fifty percent of the students come from one parent or divorced homes. Because of the high mobility rate at James, only the results of the students who were there for the full sixteen weeks were used.

The project was incorporated into the student's schedule for sixteen weeks. Reading class was scheduled first thing every morning for sixty minutes. The project met with the approval of the principal at James. Students were informed of the project on the first day of school. The students were pretested and posttested.

The students filled out a Reading Attitude Survey (*Reading Attitude Inventory*, Molly Ronsbury, 1971) on the first day of school (Appendix A). They were also introduced to daily journals and uninterrupted sustained silent reading. The rules were established for the students on the first day.

Each day students choose a book to read at their desks for ten minutes of uninterrupted sustained silent reading. The teacher also models reading during this time. Sustained silent reading takes place each morning at 8:30 a.m. after announcements and role are over. The length of time was increased to fifteen minutes after three weeks of reading.

Each day after lunch, from 12:15 to 12:30 p.m., the teacher reads to the students for fifteen minutes. All that is required of the students is to sit back and listen while the teacher reads from a variety of literature.

Each student and teacher had a notebook to use as a journal. They all write for ten uninterrupted minutes. Students could choose their own topic or write on a topic given by the teacher. Journal writing occurred at 12:30

p.m. Time was increased from ten to fifteen minutes after five weeks.

The first day of school students completed the pretest of the Curriculum-Based Assessment (*Written Expression*, Deno, Marston & Mirkin, 1982). Students were given the topic, "What I like about school?" Students wrote for three minutes. This was the first entry in their journals. This data will be compared with a posttest at the end of the sixteen weeks.

During the first week students were given the Basic Reading Inventory (*Classroom Reading Inventory*, Nicholas J. Silvaroli, 5th ed., 1986). Each child was tested individually by the teacher. Students were tested on their reading ability and comprehension levels. The results of the pretest will be compared with the posttest at the end of the sixteen weeks.

During reading class students used the basal reader and tradebooks. The basal reader used was the *Houghton Mifflin Reading Program*, 1981 ed. The third graders used *Spinners* and the fourth graders used *Gateways*. Students were not required to do all the workbook pages. The teacher selectively chose the stories and activities the students did. All stories from the basal were read aloud and discussed during class.

Tradebooks were used in the reading class. Books used included: *Tales of a Fourth Grade Nothing*, *Superfudge*,

Charlotte's Web, Sarah, Plain and Tall and *Mr. Popper's Penguins*. There were five copies of each book. The books were read individually by the students. Each group would read parts of the book aloud with the teacher. Students were given different writing activities to do depending on the book being read.

Each group of students read two of the tradebooks during the sixteen weeks. One assignment the students did was to compare the books read and tell why they liked or disliked the book. Students shared their reviews with the class.

Students were involved in a variety of writing activities. Students wrote stories and illustrated them. Students wrote letters to each other about the books they were reading and why they would recommend that book to someone else. When a student received a letter, they would respond to it and send it back to the writer.

The students wrote class booklets that were sent home to a different family each night. The family would read the students' stories in the booklet and sent it back the next day so someone else could take it home. There were blank pages at the end for parent comments.

During the sixteen weeks the students were involved in sustained silent reading, journal writing, oral reading by the teacher, writing stories and letters, reading from the basal and from tradebooks and also involved in discussions

of books. They have been exposed to a variety of literature.

At the end of the sixteen weeks the students were posttested. They were given the Reading Attitude Survey, the Curriculum-Based Assessment and the Basic Reading Inventory. Scores from the posttest will be compared with the pretest to determine if whole language with the basal reader has increased the use of language and comprehension of literature.

It is recognized that all increases in the students' use of language and comprehension of literature can not be attributed to the use of whole language with the basal. The students were exposed to many other learning and teaching experiences.

Reading of the students' journals and stories is very time consuming. Journals were looked at once a week and comments made. The teacher did not make any corrections in the journals. The teacher wrote comments to make the student continue on a line of thought. The teacher tried to encourage more writing.

CHAPTER 4

RESULTS

The Curriculum-Based Assessment answered the first research question--Will the use of journal writing increase the student's knowledge of the correct use of language which includes: capitalization, punctuation, length of sentences, subject verb use and length of written work? Student writing showed an increase in four of the five areas studied. The results showed an increase in punctuation, length of sentences, subject verb use and length of written work. Capitalization use showed a decrease from the pretest to the posttest.

The results of the Curriculum-Based Assessment are shown in Table 1. Students are separated into two groups. Third and fourth grade results are shown separately. Capitalization, punctuation and subject verb use were figured by taking the number of times the students used it and comparing it with the number of times they should have used it. These results are then converted to percent to show what the increase or decrease was. Length of sentences and length of written work are averaged for each group.

TABLE 1

COMPARISON OF PRETEST AND POSTTEST RESULTS
OF THE CURRICULUM-BASED ASSESSMENT

	Capitalization		Punctuation		Subject Verb Use	
	3rd	4th	3rd	4th	3rd	4th
Pretest	26/27	40/40	20/27	36/40	19/27	33/40
Posttest	39/44	77/80	43/44	78/80	38/44	75/80

*Number of times used/Number of times possible

Percent of Use

Pretest	96%	100%	74%	90%	70%	83%
Posttest	89%	96%	98%	98%	86%	94%

AVERAGES OF PRETEST AND POSTTEST RESULTS
OF THE CURRICULUM-BASED ASSESSMENT

	Length of Sentences (Number of Words)		Length of Written Work (Number of Words)	
	3rd	4th	3rd	4th
Pretest	8	10	23	31
Posttest	9	11	54	77

The Reading Inventory tested student comprehension of literature. This subject is addressed in the second research question--Will the use of sustained silent reading and reading to the students increase motivation to read and comprehension of literature? The results of the pretest and posttest are shown for all twenty students in Figure 1. In the pretest students ranged from the Primer level up to the fourth level. At the end of sixteen weeks, posttest results were raised from the first level up to the fifth level. Students showed an increase of one grade level in their ability to comprehend the material.

The third research question looks at the students' attitudes toward reading--Will whole language increase a student's positive attitude toward reading? Students filled out a Reading Attitude Survey before and after the study. To figure the results, all questions were rephrased positively. Nine of the questions showed a positive attitude change. Five of the questions showed no change. Six of the questions went from a positive attitude to a negative one. The results are shown in Figure 2.

For each question the number of positive results were compared with the total number of positive responses possible. This was figured for both the pretest and posttest. This was then converted to percent. Students showed an overall increase of two percent in their positive responses to reading.

Figure 1
Grade Level Results of Reading Inventory

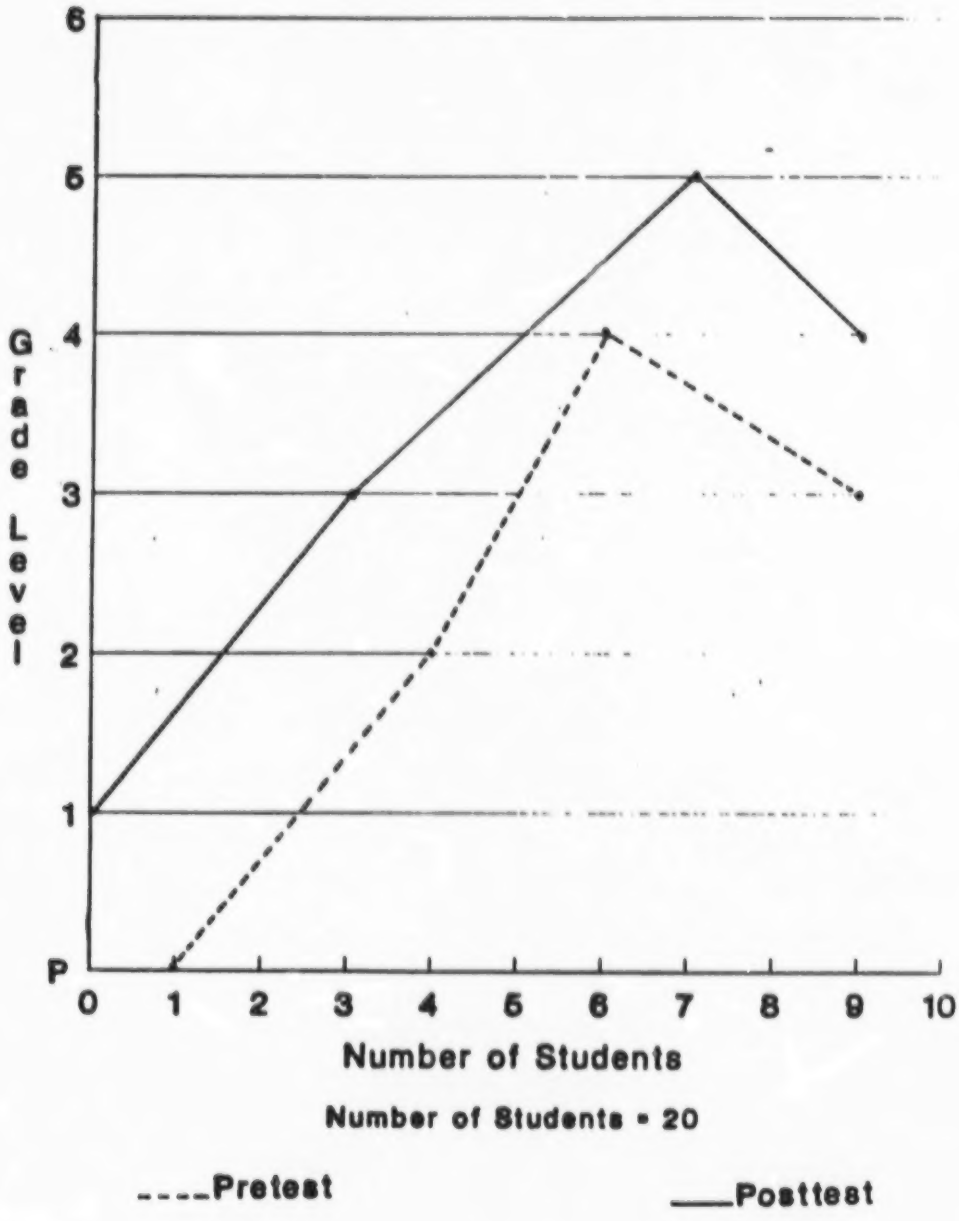

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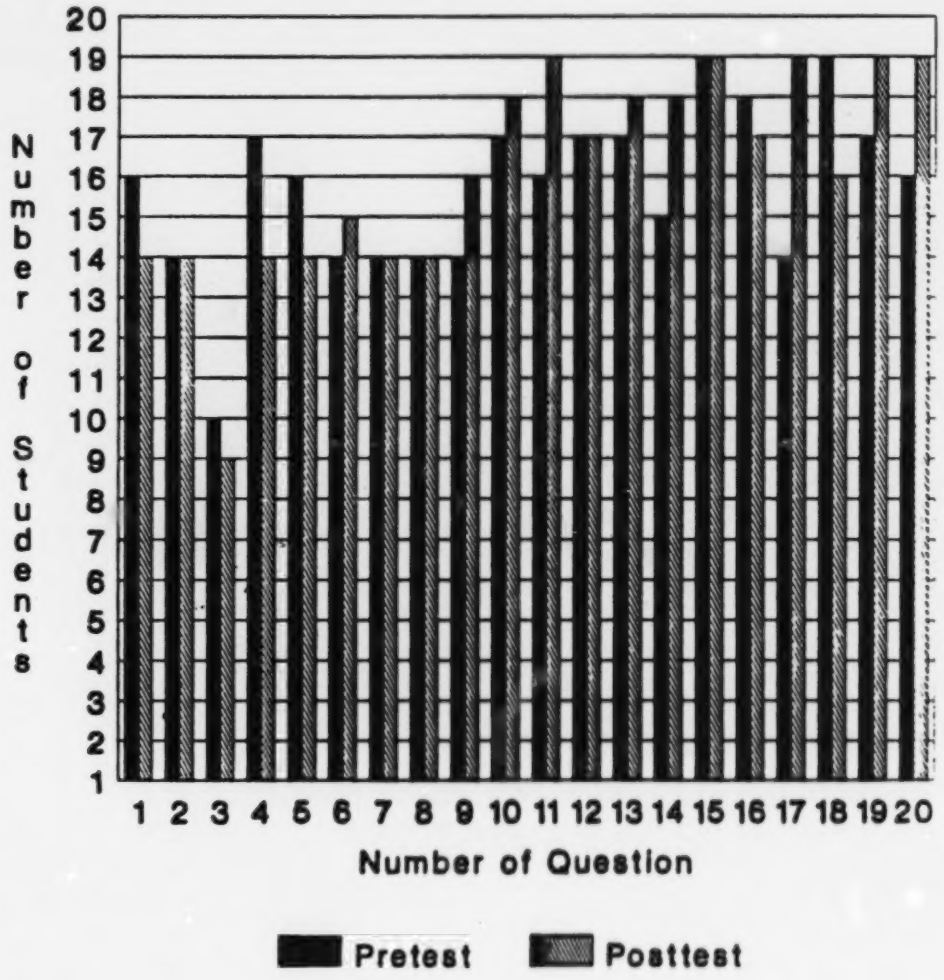
Figure 2
Positive Responses from the Reading Attitude Survey



Number of Students = 20

CHAPTER 5

DISCUSSION

The results from this research project showed that students increased their use of language and comprehension of literature. During the sixteen week period students increased in all three areas tested. Integration of whole language and the basal reader improved the students' use of language, comprehension of literature and positive attitude toward reading. Results of this project would indicate that students would benefit from this approach.

The first research question addressed the use of language--Will the use of journal writing increase the student's knowledge of the correct use of language which includes: capitalization, punctuation, length of sentences, subject verb use and length of written work? Results show an increase in punctuation, length of sentences, subject verb use and length of written work. Capitalization showed a decrease. This result was very surprising as it occurred among both third and fourth graders. This may have happened because some students overcompensated after we reviewed the rules of capitalization.

Results of the first question were divided into two groups. Third and fourth grade results were figured separately. It was felt that there is a difference in ability and reading skills among the two groups. Data would be more reliable by dividing the students into groups. One group would not lower the scores of the other group. It is interesting to see where each group started and how far they were able to progress.

The Reading Inventory was used to answer the second question--Will the use of sustained silent reading and reading to the students increase motivation to read and comprehension of literature? Students started at different levels due to differing abilities. All students showed an increase of one grade level after only sixteen weeks of instruction.

This researcher feels that there must be a better test to find a student's comprehension level. This Reading Inventory was very time consuming to administer and score. While giving it to one student, other students could listen to the answers given. This could change the validity of the scores.

At the beginning of the sixteen weeks, students were directed to choose a book to read during sustained silent reading. By the end of the sixteen weeks, students, on their own initiative, chose books to read. Students were

also reading during their free time instead of working on puzzles or the computer.

The third question was answered by the results of the Reading Attitude Survey--Will whole language increase a student's positive attitude toward reading? The data showed nine of the twenty questions moving to a positive change in attitudes toward reading. Students indicated they would like to belong to a group that discusses many kinds of reading. They would rather read than watch TV. They also like to read without being told. Results showed students like to read a book more than once and that reading is an important part of their everyday life.

Five of the questions showed no change. These included reading a magazine in their free time, reading different types of materials and whether their ideas are changed by the books read. They also showed no change in whether they think reading is boring.

The survey showed six of the questions had a negative change. Students do not go to the library to find books as frequently as before. They are unable to pay attention when there is noise or movement nearby. They indicated they seldom read books about topics studied in school. Not all students enjoy reading when they could do something else. Some students indicated they would not read some of the books read to the class by the teacher.

The results showed a two percent increase in positive attitudes toward reading. It is felt that the students contradicted themselves on some of the questions. Thus, it is wondered how valid the results might be from this survey.

At the beginning of the project students wrote in their journals daily for ten minutes. After a few weeks, students started to show little interest in journals. It was decided to write in journals three days a week for fifteen minutes at a time. Students responded positively to the change. There was more writing during journal time. Students were writing instead of looking around.

Tradebooks were used by students during the sixteen weeks. There were five copies of each book. There were four groups of students reading different books. It would be much easier if there were enough copies of books to have two groups or if possible one large group. The teacher could spend more time with the students if there were fewer groups. Having multiple copies of a book gets to be very expensive also.

Whole language offers a variety of literature to students. They are actively involved in reading and writing activities. Students work on different skills each day. They are exposed to more authors and styles of writing. Students have become immersed in print. Whole language will continue to be a part of our reading program.

No single reading method is appropriate for every youngster. This research project has shown that these third and fourth graders benefited from the combined use of whole language and the basal reader. This project has involved students in reading and discussing well-written books. Students improved in their use of language, comprehension of literature and positive attitude toward reading.

This study has shown that the basal reader and whole language are parts of a student's reading program. This supports the other research studies conducted by Cohen in New York City and Cooter and Flynt in Kansas. We as teachers need to use a combination of reading and writing activities to meet the individual needs of our students. There is no one way to teach every student to read.

APPENDIX

APPENDIX A

READING ATTITUDE INVENTORY

Yes	No		
_____	_____	1.	I visit the library to find books I might enjoy reading.
_____	_____	2.	I would like to read a magazine in my free time.
_____	_____	3.	I cannot pay attention to my reading when there is even a little noise or movement nearby.
_____	_____	4.	I enjoy reading extra books about topics we study in school.
_____	_____	5.	My best friend would tell you that I enjoy reading very much.
_____	_____	6.	I would like to belong to a group that discusses many kinds of reading.
_____	_____	7.	My ideas are changed by the books I read.
_____	_____	8.	Reading is a very important part of my life. Every day I read many different types of materials.
_____	_____	9.	My friends would tell you that I'd much rather watch T.V. than read.
_____	_____	10.	When I listen to someone read out loud, certain words or sentences might attract my attention.
_____	_____	11.	I would only read a book if my teacher or my parents said I had to.
_____	_____	12.	Magazines, comic books and newspapers do not interest me.
_____	_____	13.	I do not enjoy reading in my free time.
_____	_____	14.	I would enjoy talking to someone else about one of my favorite books.

Yes	No		
_____	_____	15.	I think reading is boring.
_____	_____	16.	I enjoy going to the library and choosing special books.
_____	_____	17.	I read because the teacher tells me to.
_____	_____	18.	I would like to read some of the books my teacher reads to the class.
_____	_____	19.	I have never wanted to read a book twice.
_____	_____	20.	Reading is a very important part of my life when I am not in school.

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